R E P O R T R E S U M E S

ED 015 736 JC 670 905

AN ADULT APPROACH TO ADULT EDUCATION.

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CALIFORNIA TEACHERS ASSN.

PUB DATE OCT 64

EDRS PRICE MF-$0.25 HC-$0.32 6P.

DESCRIPTORS- *JUNIOR COLLEGES, *ADULT EDUCATION PROGRAMS, *EVENING PROGRAMS, *COLLEGE CREDITS, CURRICULUM DEVELOPMENT, TEACHER ATTITUDES,

COLLEGE OF SAN MATEO HAS NOTED THAT ADULTS RETURNING TO THE CAMPUS ARE DOING SO WITH FAR MORE SERIOUS PURPOSE THAN THEY WERE A FEW YEARS AGO. THE TREND IS AWAY FROM AVOCATIONAL COURSES TO ONES OF OCCUPATIONAL OR CULTURAL CONTENT AND TO CREDIT COURSES RATHER THAN NON-CREDIT. THIS CHANGE TO MORE ADULT OFFERINGS HAS ALSO STIMULATED ENROLLMENT--FROM 4000 IN 1955-56 TO NEARLY 11,500 IN 1964-65. A PROPOSED NEW COURSE MUST MEET CERTAIN SPECIFICATIONS--(1) CLEAR OBJECTIVES, (2) EVIDENCE OF NEED, (3) APPROPRIATENESS, (4) AVAILABILITY OF FACILITIES, (5) EVIDENCE OF SUCCESS IF GIVEN ELSEWHERE, AND (6) COMPATIBILITY WITH OTHER COURSES. IF IT MEETS THESE REQUIREMENTS, IT GOES TO THE COMMITTEE ON INSTRUCTION, THE PRESIDENT, THE BOARD OF TRUSTEES, AND TO THE STATE DEPARTMENT OF EDUCATION FOR FINAL APPROVAL. THE EVENING INSTRUCTORS HAVE ADAPTED WELL TO COORDINATING THEIR CREDIT COURSES WITH THE DAY CLASSES AND REGIONAL ACADEMIC REQUIREMENTS AND HAVE, IN NEARLY ALL CASES, BEEN HIGHLY GRATIFIED BY THE MATURE AND SERIOUS ATTENTION OF THEIR STUDENTS. THE COLLEGE ALSO OFFERS A COMMUNITY PROGRAM OF LECTURES, FORUMS, GROUP DISCUSSIONS, FILMS, SHORT COURSES, AND MUSICAL PERFORMANCES. THIS ARTICLE IS PUBLISHED IN THE "CALIFORNIA TEACHERS ASSOCIATION JOURNAL," VOLUME 60, NUMBER 4, OCTOBER 1964. (HH)

ED015736

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Men and women are going back to college in vast numbers to acquire new knowledge

An Adult Approach to Adult Education

UNIVERSITY OF
LOS ANGEL

NOV 3 19

CLEARINGHOUS
JUNIOR COLLEGE
INFORMATION

By John M. Hubbard

WHY—after having had to be coaxed, enticed, implored and ordered (not to mention legally required) to go to, and stay in school during his childhood—does John Q. so willingly and of his own volition come back to the classroom when he's an adult?

He may tell you it's to get more out of life.

His wife may tell you it's more to get out of helping with the dishes.

And his psychiatrist may tell you it's simply to get out of the house—and away from the person who made that uncharitable foregoing remark.

Whatever the reason, coming back he is, and in ever-mounting numbers.

If College of San Mateo's experience is any indication, moreover, he's coming back with a far more serious purpose than motivated his predecessor of, say, a dozen and a half years ago.

Like other California institutions offering adult education programs, College of San Mateo got out of the recreation field in the early 1950s, after having devoted a share of its curriculum in the years immediately following World War II to such courses as folk dancing, woodshop, lapidary crafts, weaving, badminton and a variety of similar hobby-oriented subjects.

"State legislation and our own second thoughts led to a re-examination of the college's role in adult education," said George A. Mangis, director of CSM's evening college. "We began to act on the theory that we should not be operating 'wholesale' in the field of total community needs, but only in those areas where the college, mindful of its primary responsibility, is particularly and peculiarly qualified to operate."

Thus began a steady trend away from avocational curriculum to courses aimed at improving the student's occupational potentialities and increasing his understanding of the complex world in which he lives.

Thus, too, began an increasing emphasis on credit, as opposed to non-credit, classes. Whereas in 1955-56, for example, only 31 per cent of the CSM evening college class registrations was for credit courses, the figure by 1963-64 had climbed above 75 per cent.

Far from discouraging enrollment, the change apparently has been a factor in stimulating adults to attend. From roughly 4000 students in 1955-56, evening enrollment at College of San Mateo has nearly

Mr. Hubbard, former editor of prize-winning Burlingame Advance-Star, *is assistant to the president for college-community relations at College of San Mateo.*

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John Hecomovich, left, chairman of the technician division in the science and electronics department at College of San Mateo, explains to an adult student the operation of a small electrical unit.

tripled to approximately 11,500 for the 1964-65 fall term, and class offerings have grown from less than 200 to nearly 400.

Of these, 140 classes are in the fields of language, mathematics, engineering, fine arts and the sciences; 100 in social science, business and management; 55 in vocations and industries; 45 in technology; 25 in real estate and insurance, and 25 in community and parental education.

This is not to argue that non-credit courses are, by their nature, any less educational than credit courses. Indeed, there is something to be said for the fact that non-credit classes are classes attended for their own sake, purely for the opportunity of absorbing what they offer, rather than—in some cases—merely because they appear on the list of requirements for a certain degree or certificate, or because a good grade will impress the student's boss.

Nor is the trend toward the "hard" a move away from the cultural. College of San Mateo, as well as other institutions, still offers a wide array of courses in the arts, in drama and play production, in homemaking and in music.

But as a result of the re-examination a decade or so ago, such courses as body-building, slim-trim and folk dancing have been handed back to the local recreation departments and to the various specialty clubs and associations in the community.

In short, adult schools are operating now in the area of their primary concern—in the area of education, not in that of play or entertainment—and the reaction is eminently satisfactory.

Dr. William H. Miller, coordinator of College of San Mateo's new and ambitious community education program, put it this way:

"People are hungry for meat. They're tired of dessert. If we can whet their appetites, they'll keep coming back."

And Mangis added:

"Adults today, with everything moving and changing so rapidly all around them, are realizing that education isn't something you go through in a certain number of years and then dispense with for the rest of your life. It's a process that can, and should, continue all the years a man or woman spends on this earth.

"Our questionnaires show—and the same situation pertains almost everywhere else we've heard about—that the greatest number of adults who attend our classes do so to improve their occupational situations. There are many other reasons, of course, but that's the overriding impetus."

Interestingly, latest College of San Mateo statistics indicate that this awareness of the importance of continuing education is not confined to those who have been away from the classroom and out in the work world for whatever number of years might be required to convince them they do not know all that they must—or want to—know and that the schools can teach them.

The statistics show that enrollment of minors in adult classes for the fall term of 1963-64 was double that of only one year before: approximately 2400, as compared with 1200 in 1962-63.

In other words, youths just graduated from high school and young men and women who have gone from a year or two in junior college or college to a job have already felt the impact of the need for more education.

So the intention of the students and the direction of the educators are dovetailing nicely.

"Even the courses like those in art have been affected," said Mangis. "No longer are they of the workshop variety; now the emphasis is on instruction.

"It used to be that every year you'd see the same people in, for example, the same painting class. It was more like an art club than anything else. Now we enroll them for credit, teach them, and they move on."

How, then, under the altered setup, are courses selected? What are the criteria?

First, all new courses proposed for College of San Mateo's evening college are screened by administrators on the basis of how well they measure up to the requirements set forth in a checklist developed by the district. The checklist is designed to assess objectives, evidence of need, appropriateness, availability of facilities, previous success if offered at other institutions, relationship with other existing courses and additional factors.

If the proposal passes that test, it goes to the college's committee on instruction, then to the president, the board of trustees and the appropriate office of the State Department of Education for final approval.

Credit courses can be taken to meet requirements for an Associate in Arts degree or a special certificate, but they do not have to be taken for this purpose. Many students enroll for credit with no

EDUCATION IS NEVER COMPLETED

Mr. Hubbard has described in lively fashion the rapidly broadening scope of community services being offered by a great many junior colleges in California. The enormous variety of such services is noteworthy. Included in the full concept are credit and noncredit classes offered in evening hours for the convenience of day workers, and concerts, forums, drama, institutes—a broad spectrum indeed. Opportunities galore thus exist for the citizens of California communities to study their problems, broaden their personal and group understandings,—in short, to become more effective persons.

That participants in these numerous voluntary activities are serious and highly motivated is clearly illustrated in Mr. Hubbard's examples. The experiences of instructors which he cites are quite typical.

Though the number of persons participating in junior college programs of adult education and community services has been steadily increasing, the recent passage by Congress of the Manpower Development and Training Act and the Vocational Education Act will undoubtedly greatly accelerate this increase. Exact figures are difficult to obtain, since certain of the subsidized programs are not reported through usual channels. It is conservative to estimate that the annual growth rate, which has been running around six or seven per cent will soon reach or exceed ten per cent.

The word is out that in the world as we know it education is a never-completed process!

DR. HENRY T. TYLER
Executive Secretary
California Junior College Association
Modesto Junior College

intention of working toward a degree or certificate because, for example, they prefer a classroom situation in which the discipline of graded tests is imposed, as a stimulus to better performance on their part.

Obviously, in seeking to play its maximum role in adult education, no institution in an area where other schools also are involved can play "monopoly." It is important to effect satisfactory relationships with these other schools, as well as with community groups—particularly recreation departments—that offer adult programs.

There is a move, too, to encourage experimentation and innovation, to try new departures in education that will reach more adults and reach them more effectively.

College of San Mateo, in this connection, has embarked on an exciting community education program this year, offering far more in the way of public events than it has ever attempted before.

Lecture series, public forums, small group discussions, film series, short courses and musical performances are on the 1964-65 calendar in significant number, to allow the college, in the words of President Julio L. Bortolazzo, to "fulfill its role as a true community college, through offering to the general public a comprehensive, diversified and well-balanced program of educational and cultural events."

Whether education is carried on in the classroom, or taken out into the auditorium, concert hall or theater, however, it can be no better than the men and women it employs as teachers.

"Like the evening college student, the evening college instructor is a special breed," said Philip C. Garlington, CSM's director of instruction. "It's likely that he has already put in a full day's work before he arrives in the classroom, so he needs more than a normal amount of enthusiasm and stamina if he is to do his job well here.

"My experience has been that most of these people do a fine job; they do it unstintingly and willingly for the thrill and the challenge of teaching, not just to make some extra money. In short, they are devoted people."

But College of San Mateo did run into one major stumbling-block with its evening college instructors. Since fewer than one-quarter of the approximately 300 persons on the evening faculty also teach day classes, and since they come to their work on the campus from a variety of sources—from business and industry, from the high schools and elementary schools—they were not adapted at the outset to the uniformity of approach and of academic standards that is necessary, particularly in credit courses.

The problem, then, was one of coordination and communication between the evening college instructor and the equivalent day instructor and division chairmen.

To solve it, procedures were set up for consulting

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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION, by Morris E. Eson, professor and chairman of the department of psychology at the State University of New York at Albany. Book primarily concerns itself with the application of psychological principles to actual classroom situations. Publisher is Holt, Rinehart & Winston, New York. 1964. 563 pp. $7.00

MEASUREMENT AND EVALUATION in Education, Psychology and Guidance, by Georgia Sachs Adams in consultation with Theodore L. Torgerson. Dr. Adams is professor of education at California State College at Los Angeles. Dr. Torgerson is professor emeritus of education at the University of Wisconsin. The text offers a thorough treatment of measurement theory for both elementary and secondary education, geared to the diverse needs of the typical measurement class. Holt, Rinehart & Winston, New York. 1964. $8.95.

OUR RAPIDLY CHANGING WORLD

Audiovisual Education, Ed. 320, was dropped from the Sacramento State College catalog this year. The sands of time have blown over gelatin duplication, portfolio making and picture mounting. In its place is *"Ed. 301.2 Technology and Instructional Resources in Education.* Modern communication technology: its impact on education and its place in instructional practice. Emphasis is given to problems of utilization, evaluation and research, as related to communication and learning theory. Includes a review of recent developments in television, 8 mm motion pictures, language laboratories, electronic classrooms, teaching machines and programmed instruction, and experimental innovations such as computer-based programmed instruction." J. J.

CONTEMPORARY RESEARCH ON TEACHER EFFECTIVENESS, Bruce J. Biddle and William J. Ellena, editors. Professor Biddle is associate professor of psychology and sociology at the University of Missouri. Dr. Ellena is associate secretary of AASA. Holt, Rinehart & Winston, New York. 1964. $5.00.

ADULT EDUCATION

(Continued from page 16)

division chairmen whenever an evening college instructor is employed for a class that parallels a day offering, and meetings with the equivalent day instructor are arranged in cases when they are deemed desirable. There is now also greater participation by the division chairmen in the areas of supervision and evaluation, and recent preparation of a faculty manual for evening college instructors plus course outlines and curriculum guides help in achieving uniformity.

How does all this pay off in creating good learning situations for the adult students? And how well do they hold up their end of the equation?

Some interesting answers to those questions come from College of San Mateo instructors involved in both day and evening classes who compared what they encounter at each:

Chemistry instructor — "The evening class proved more capable and accomplished more than the usual day class."

Mathematics instructor—"The students start off with a more serious handicap due to the length of time since their last formal education. The student in the evening college is more mature and purposeful than the average student in the regular day program. The adult student is more self-reliant, and will do a great deal of work on his own; more than is required in many cases."

English instructor—"For the most part, the students in my evening college class showed greater and more practical motivation than those in the day school."

Psychology instructor — "I found the night class highly motivated, keenly interested and highly verbal. On the whole, a very challenging group."

Engineering instructor — "The

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quality of work done by adults is on a superior plane to that of day school work."

Health education instructor — "These people, being on an average older, have more of a purpose in their work. In comparing their test scores with day classes, they are better."

So they go. Not all the comments, among the score received, are quite so unreservedly laudatory, it must be admitted. But none rates the evening college student at any level below par with the day student.

And those critics who still might be inclined to doubt John Q.'s contention that he goes back to school to get more out of life, who still prefer to place their credence in the diagnosis of his wife or his psychiatrist, would do well to ponder one final remark.

It came from an associate professor at Stanford University who instructed an evening class in industrial management at College of San Mateo.

Said he:

"My experience at College of San Mateo has been most gratifying. The most rewarding aspect of the work is the level of interest manifest in the evening classes which I have met. There is little evidence of the common bane of the teaching profession — competition for grades as such — and much evidence of a serious intention to acquire new knowledge and understanding. I have found that the entire classes of 30 or more students remain respectful and attentive during the full three-hour instructional sessions, that questions and comment from class members are typically designed to elicit clarification of relevant matters, and that suggestions and assignments which I make are acted upon in a commendable spirit. The prevailing atmosphere I would characterize as one conducive to real learning."

What better testimonial could one ask for than this? ///

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Cover design by Norman Lubeck

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CTA JOURNAL is an official publication of the California Teachers Association and is published four times a year in October, January, March, and May.

SECOND CLASS POSTAGE paid at Burlingame and at additional mailing offices.

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MEMBER of State Education Editors (SEE-NASSTA) and Educational Press Association of America (EPA).

ADVERTISING: Orders and inquiries to Advertising Manager, 1705 Murchison Drive, Burlingame, Calif. 94011. (National advertising representative: State Teachers Magazines, Inc.)

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